THE State Hornet

Volume 18, Number 60 Sacramento California Friday, July 15, 1966

Montana Educator Becomes College's Second President



Dr. Robert Johns, SSC's new president, during a recent trip to the campus inspected the office which he soon will be moving into.

By RICHARD KIMBALL

An air of restrained jubilation swept the campus this week when it was announced that Dr. Robert Johns, president of the University of Montana, soon will become president of SSC.

The announcement that Johns had accepted the presidency was made jointly Monday by Johns and Glenn S. Dumke, chancellor of the California state colleges.

It is expected that the formal appointment of the new president will be made by the State College Board of Trustees at its meeting this week in Los Angeles.

Johns will assume his new duties about August 15, succeeding Dr. Guy A. West, founding president of the college, who retired last September.

Dumke congratulated Johns on his decision to accept the presidency. "Dr. Johns' demonstrated executive ability, leadership and imagination promised new heights of educational excellence for Sacramento State College," Dumke said.

Dr. Kenneith Berger, chairman of the faculty selection committee which submitted Johns' name to the Trustees as a candidate for the presidency, said the committee was highly impressed with Johns and with his qualifications for SSC's highest position.

Johns will bring an impressive record of accomplishment to SSC. At Montana, he directed the university to significant progress in the areas of physical plant expansion and improvement of academic programs.

Johns, who iniated an extensive curriculum review soon after his arrival at Montana, told the HORNET in an interview this week that he would have to examine SSC's curriculum more carefully before determining whether a similar review is needed here. "Such a review," he added, "is usually done by the faculty."

The new president also stated that the appointment of a separate dean to guide the future development of the SSC graduate program, an innovation which he instituted at Montana, would depend on local circumstances.

The proposed reorganization of SSC, which will eliminate the academic divisions and replace them with schools of arts and sciences, education, business administration, engineering, and social work, was praised by Johns, who called it "A good idea."

Commenting upon the friendly relationship which he has enjoyed in working with students and student governments at other campuses, Johns commented that he expects to work closely with students and encourage student participative activities.

He devoted special attention at Montana to providing students with more responsibility in their own government and the affairs of the university.

"We can learn about curricular problems from students," Johns told the HORNET. He added that the students at Montana conduct a voluntary evaluation of faculty personnel, similar to the one conducted on this campus last year. Such evaluations could be valuable, Johns asserted, when used in favorable circumstances.

Johns, who was responsible for extending the base of private fund support for the Montana institutuion, told the HORNET that he hoped to continue the private support SSC presently receives, and to expand it. While he has not yet formulated any specific plans, Johns expressed his desire to build SSC's relations with its community, saying, "I hope we can build together."

Drawing praise from the new president was SSC's master plan for physical plant development. "It appears to be a well thought-out plan from all sides, with a reasonable chance of attainment," he said.

(Continued on Page 4)

DR. JOHNS HAS EXTENSIVE PROFESSIONAL BACKGROUND

Dr. Robert Johns, president of the University of Montana, who has accepted the position of president of SSC has an extensive professional background.

Dr. Kenneth Berger, chairman of the faculty selection committee which submitted Dr. Johns name to the Trustees as a candidate for the presidency at SSC, said that the committee was highly impressed with Dr. Johns and with his qualifications for the highest position at SSC.

Dr. Johns is a native of Mt. Vernon, Ohio. He is a graduate of Ohio State University and received his Doctor of Philosophy from Stanford University in 1949.

Following his successful predoctoral study at Stanford University in 1949, Johns served for four years as administrative assistant to the president of Purdue University. In his final year there he was promoted to executive assistant to the president. During this time he represented the University at two sessions of the Indiana Legislature.

The directorship of the United States Armed Forces Institute in Madison, Wisconsin, was held by Dr. Johns from September, 1953, to January 1958. In this job he presided over the educational activities of some 270,000 armed forces members enrolled in some 3,300 courses offered by participating colleges and the USAFI around the world.

He served as director of the Illinois Commission of Higher Education from 1958 to 1961 during which time he was responsible for the introduction of some 32 items of legislation in the Illinois legislature. 30 of which the legislature passed. From 1960 to 1963 he was executive vice president at the University of Miami in Coral Gables, Florida. His service to the Illinois Commission and the University of Miami overlapped one year during which he held a dual assignment.

Since 1963, Johns has been president of the University of Montana in Missoula, during which time he has administered a building program of 13,000,000, which included a library, student union, beginning science complex, two 11-story dormitories, university family housing units for 274 student families, and research laboratories on part of the 100,000 acres of timber and range land administered by the University.

During his presidency at Montana, Johns oversaw the installation of two major electronic computor activities, developed a comprehensive campus plan, reorganized publications, public relations, and fund raising activities, and helped plan the first major curriculum revision at the University in more than 20 years.

(continued on page 3)

Dr. Jourard Cites Need To Release The Human Spirit

By ROSEMARY RUHSTALLER

There is an increasing need to release the human spirit from the habitual ways to be and ways to live—or the citizens of our world will face "madness" when automation expands to so many areas that work is so obsolete

This was the message of Dr. Sidney Jourard, author, lecturer and teacher in psychology, as he delivered his convocation address on "Individual Freedom and the Challenge of Automation," earlier this week.

Dr. Jourard asserted that we are at a momentous time in the history of mankind: we are poised at the edge of a leap in human evolution that could, in the next few years, create more changes in man's existence than have occured through the millions of years past.

Securing the means for living has traditionally occupied most of man's time, but has increased technology offers liberation from work, it will crate a leisure both

(continued on page 3)

Concert Features Singing Computer

Sabelithe for three performers and tape, the first complete composition to come out of Stanford University's new electronic music facility at the Stanford Computation Center, will be one of the highlights of the concert by the Society for the Performance of Contemporary Music scheduled for Monday, July 25, at 8:30 pm in the Sacramento State College Little Theater. The program is being sponsored by the SSC Music Department in cooperation with the Cultural Programs Committee of the College.

The sound on the tapes is produced as the signals from the digital computer are translated into electrical voltage. The three performers work in coordination with the tape, Dr. Norman J. Hunt, head of the music department, said.

The other numbers on the program include Mobile for Shakespeare, a composition by Roman Haubenstock-Ramati which features a soprano, piano, celesta, three percussionists und marimba and vibraphone. Mobile is a series of musical events performed by the performers who are seated in a circle. It is based upon two sonnets by Shakespeare.

Refrain for Three Performers by Karlheinz Stockhausen features piano, celesta, and vibraphone.

Aria with Fontana Mix is a combination of two compositions by John Cage, American composer who is highly regarded by European avant-garde composers today. Aria is for Soprano and Fontana Mix is an independent tape piece using many different environmental sounds coming over radios which are tuned to different frequencies.

(continued on page 3)

Charles M. Goethe, Friend Of College, Succumbs At 91

Charles M. Goethe, conservationist and chairman emeritus of the SSC advisory board, who gained an international reputation for his philanthropic acts, died in a local hospital July 10.

Mr. Goethe, whose writings on eugenics made him a figure of controversy, devoted much of his time and interest to the development and growth of the college throughout its history. The campus arboretum was named for him in appreciation of his interest in the college.

Retired SSC President Guy A. West, expressed his regret at Mr. Goethe's death, saying, "In starting the college and in developing it through the years, I felt deeply indebted to Dr. Goethe He has helped us out in many ways. He subsidized many faculty research projects in all parts of California and throughout the world. I felt deeply indebted for his many contributions and encouragements to the faculty and myself.

Stephen L. Walker, academic vice president, described Mr. Goethe as "a great friend of Sacramento State College and of education in general."

A highly respected member of the Sacramento community, Mr. Goethe was most widely known for his efforts to preserve natural resources, and for his interest and writings in the field of life sciences. A native of Sacramento, Mr. Goethe was 91.

THE State Hornet

Published Under the Auspices of Sacramento State College, 6000 J Street, Douglass Hall 110. Telephone 454-6274.

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THE QUESTIONS OF TENURE

To employ the title "The Tenure Question," as so many people are inclined to do in the heat of a moment, would be most misleading. To speak meaningfully of such a complex and intricate problem, we must speak of "The Questions of Tenure."

No doubt, there are many times in our lives when decisions are made which are of such a nature that we will applaud the substantive results which flow from them, but, at the same moment, look with considerable askance at the procedures which were employed in making them. One of these decisions was made recently on our campus; it was a decision which, indeed, captured considerable public interest.

In writing of the problems which surround the question of granting tenure, we seek to discover answers to the questions:

1. What should be the role of students in tenure decisions?
2. What should be the role of departmental autonomy in tenure decisions?

In order to provide answers to these questions, it is necessary to review the history of the noteworthy tenure case to which we have alluded.

In this particular tenure case, the tenured faculty of the department involved decided, by a substantial vote, not to grant tenure to one of its non-tenured members. Upon presentation of additional evidence by the person whose tenure was to be decided, these faculty members met three additional times; at each of these subsequent meetings they decided to affirm their original decision. The decision of these faculty members was reviewed by a committee at the divisional level and was reaffirmed. During its hearings, the divisional committee heard testimony from several students. Following these actions, a campus-wide committee (which also heard the testimony of students) reviewed or retried (there seems to be an honest difference of opinion as to which term properly applies) the case. After its hearings, the campus-wide committee decided to set aside the decision which had been made, affirmed, and reaffirmed at the departmental and divisional levels.

Insofar as the solicitation of student opinion in tenure cases is concerned, it has been said that "only members of a department have the professional training to judge another person in their field. . .At tenure time only department members are qualified to determine if an instructor up for tenure is as good as possible replacements available from the outside. . ." This view is unquestionably true; however, it is also true that (unless department members have been taking notes clandestinely outside classroom doors, which we strongly doubt) that students are best able to determine the effectiveness which a faculty member has in a classroom. Moreover, students are best able to determine what variety of education they desire and the kind of diversity of faculty which will allow them to achieve this education.

When determining tenure, the faculty of a department should, therefore, in a spirit of cooperation, formally solicit the opinions of students who will be affected by its decisions. A faculty faced with a tenure decision should ask for student volunteers to come before it and give their opinions; if a department fails to do this, it will severely limit the bases upon which it might make an enlightened decision. If the students whom a department has educated have been educated well, they will be capable of offering useful suggestions in these matters.

Wherever a department has, in good faith, followed the procedures outlined here, and others which civility and the faculty manual require, no campus-wide committee should do more than review its decision to determine that procedural due processes have been observed. Violations of departmental autonomy should not be made lightly. If a department has actively solicited the opinions of the entire departmental community, including those who learn as well as those who teach, and if it has abided by the procedures outlined by the faculty manual, its decision should be questioned only with the greatest of reluctance by any campus-wide committee. We agree with the portion of the Faculty Manual which states, "The evaluation is made primarily at the departmental level," however, we agree with this only with the provision that it includes the opinions of the whole department, whether they be faculty members or students. We believe that faculty members, if they have faith in their ability to teach, must have faith in those whom they have taught.

We believe that a person who is, as yet, unsophisticated in the refinements which his discipline seeks to teach him, may, nevertheless, possess an opinion which is to be valued by those who seek to teach him his chosen discipline; if he were incapable of possessing this ability, would he even deserve to be taught?

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People To People Will Host Students

Plans for the People-to-People orientation of foreign students are underway, according to Jack B. Irvine, Jr., foreign student adviser. This orientation program will be held Friday, September 9.

Basically it will include a tour of the Library and campus, and panel discussions by professors on the cultural differences which the foreign student might encounter here at SSC.

Among the cultural differences are the language barrier, though not a major problem; and driving habits, the biggest problem confronting the foreign student, Irvine stated. Our driving standards and procedures differ widely from those of other nations. The academic grind—the necessity of attending class—is an important aspect to be considered. Not only coming to class, but the role of classwork in a final grade is different here. In many countries the state exam is what one has pass and the class work is optional.

Food also presents a problem. We have foods which are unfamiliar to many students, and use different quantities of sugars and spices in our foods. These are just a few of the problems that the student will be introduced to at the orientation program.

One of the snags in the orientation program, according to Irvine, of student hosts. As each foreign student is accepted for admission to the college, he is assigned to a volunteer student host, usually someone of the same sex and academic major. From this point, the student host usually writes the foreign student introducing himself, offering assistance on his arrival, and sending an identification card. Sometimes the student host will make specific arrangements to meet the foreign student at the airport or train station on his arrival.

When the foreign student arrives a few days before the beginning of the semester, the student host may help him to find a place to stay (with the aid of the SSC housing office), introduces him to laundromats, checking accounts, bus service, supermarkets, and numerous details and ways of doing things which are new to the foreign student. During registration the student host can help the foreign student see an advisor and will receive a special badge permitting him to enter the gym during registration to help the foreign student through the bewildering aspects of registration.

So far 49 foreign students, predominately Far Eastern, have signed up. There will be more signing up as the summer progresses. "To date we only have about eight student host. Ideally there should be one student host for each foreign student," Irvine stated.

The student host program can be very rewarding and satisfying experience. The friendships and close contact with students from other lands will not be soon forgotten by either the host or his foreign student.

Students desiring to be of service to the college and to foreign students, may contact Irvine in Administration 259, who has announced that he will be more than happy to answer any question that students may have.

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International Notes

DEMOCRACY OR TYRANNY?

By OMAR KEN RAMKUMAR

History often has a pattern of repeating itself because human nature is always the same, whether it appears in Romans, Mongolians, Moors, English, Germans or Americans. What goes on in Vietnam today? Does it smack of democracy or rather of tyranny?

While I contemplate this highly emotional and controversial issue, innocent babes and aged Vietnamese are slaughtered like in the days of Herod. This time it is not by swords but by sophisticated machine-guns and bombs.

Is Vietnam really an offshoot of the manifest-destiny theory or the domino-block theory? Is America's role really justifiable? This is a highly flamable topic and one must view the situation dispassionately and rationally.

Perhaps my sympathy is for the afflicted Vietnamese chiefly because of my humanistic and Christian education rather than my having been a subject of a once-colonial country. Let's be realistic. I am speaking of the human factor involved. Hiroshima and Nagasaki were demolished. Was this not an act of tyranny or, to say the least, of retaliation. "Well," the argument goes: "Why did the Japs bomb Pearl Harbor?" And so round and round we go.

To pluck the heart of the mystery is to speculate whether Vietnam would be another sort of Cuba. Is the US fighting a losing cause. — In other words, what happens if there is a referendum in South Vietnam tomorrow and they vote that all aliens must go. What then?

I would suppose that the Pentagon would not for a single moment entertain such a notion. However, one must not forget that the military might of Rome was ineffective against the enthusiasm and dogma of the early Christians. Now the real nature of this struggle would appear to me to be one of political and ideological overtones. To say at the least that it is solely a military affair would be first degree absurdity. The military might of the USA is too far superior to give credibility to such a naive notion. So delicate is the nature of this dispute that diplomacy in large doses is necessary.

Would the US abide by the Geneva Treaty of 1954? It seems unlikely. Would the Viet Cong leave the South Vietnamese alone? I doubt it. Thus there is a dilemma here. Can there be a viable solution?

The most desirable objective should be to win the Vietnamese people, both South and North, over to the Western idea of democracy. This solution must be subtle rather than aggressive.

When we look back at Bunker Hill and Gettysburg, we see that Americans once faced great and grave odds, which they overcame. Can the Vietnamese overcome too? This is the question. Yes, I firmly believe that these gullible and unfortunate people should be let alone to work out their own destiny. If they fail, then the next move should be made by a legitimate body such as the United Nations. Perhaps, this Vietnam issue is a trasymachian bone of contention; that might is always right — dead right.

Davis Presents Cuckolds Next Week

University of California, Davis' department of dramatic art will present The Cuckolds, based on a commedia dell'arte scenario.

Performances are July 21-24, on the Quadrangle. Tickets are $1.50 for general admission and 50 cents for students. Tickets may be obtained at the Memorial Union Box Office in Freeborn Hall between noon and 3:30 pm weekdays.

Although individual seats for this production are not reserved, purchase of tickets in advance guarantees seating. Curtain time each night will be 8:15 pm.

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Professor Exemplifies What Is Right With Our Colleges

By ROSEMARY RUHSTALLER

Several national magazines, concerned with What is Wrong with Our Colleges, have in recent years exposes of Big Name Educators who abandon the students of Mammoth U. to go on extended lectures tours of Southern Tanzania (which is not really a big loss, since they cannot communicate in the classroom, anyway.)

On our own campus we have faced the reverse problem of a teacher so devoted to the classroom that some colleagues felt she inadequately fulfilled her other academic chores.

In this typical—and largely admireable—American concern for What We're Doing Wrong, we are almost losing sight of the majority of good teachers who neither shun academic responsibilities outside the classroom nor turn them into a sport of racking up academic brownie points.

For instance, among the "superstars" of the California State College system is one Dr. John C. Livingston, professor of government. SSC has been privileged to claim him for its own since 1954.

From a purely prestiege point of view, Dr. Livingston is the perfect higher education educator: he is a graduate of UCLA, and received his ultimate certificate of erudition (Ph.D.) from Claremont Graduate School; he has published, including a widely-used textbook; he lectures; he serves on faculty committees and he is presently Chairman of the State Colleges' Academic Senate.

But in addition to this, Dr. Livingston is known as a good teacher, a fact unoffically supported by his government students for years, and finally "officially" confirmed when he was recently named, with two colleagues, to receive the SSC Distinguished Teaching Award sponsored by the State College Trustees.

Earlier this week, Dr. Livingston took time out from teaching and preparation for his summer school classes to comment on the award.

Dr. Livingston stated that he did not feel the Teaching Award will serve the purposes the Legislature had in mind when it



John C. Livingston

appropriated the funds for it. ($500 goes with the honor.)

He explained that the lawmakers, like most people, have a mistaken idea of what a teacher and a scholar is; business-type incentives do not affect the teaching of a good teacher.

"You teach because you can't help it," Dr. Livingston commented wryly.

Dr. Livingston feels that it is impossible to teach effectively without researching, which keeps an educator abreast of developments on the frontiers of his discipline and enables him to better interpret the research of others.

However, Dr. Livingston feels no substantial pressures should be placed on faculty members to publish, although conditions should be conducive to this activity for those interested.

Dr. Livingston's own most noted work is The Consent of the Governed, a political science textbook co-authored with Dr. Robert G. Thompson. As textbooks go, it is unique ignoring detailed information on the "technical" aspects of government a student could memorize for a petty sense of security. The book answers few questions while continually bringing up the crucial problems and questions of organizing and using political power to govern our nation.

A revised edition of the book was published this May. According to Dr. Livingston it has a more logical, sequential development of ideas and is more directly focused on policy issues than the 1963 edition. A synopsis of each chapter is also added.

Questioned regarding his impressions of college students today, Dr. Livingston admitted that a "majority of students are not alive to or involved in the major political or moral issues of modern society." But he quickly added that he thinks there is a "mass conspiracy to make them less interested."

Dr. Livingston also pointed out that most students have submerged interests and motivations that can be tapped. In terms of awareness and ability he sized up state college students as "a pretty promising lot." The future of a democratic society, Dr. Livingston asserted, rests on the kind of student that you find in the state colleges.

Dr. Livingston feels that the reactions and judgments of students should enter into the evaluation of curriculum, and that student judgments have a role to play in decisions of tenure and promotion—but they should not be the controlling voice.

Dr. Livingston suggested that student opinions should be more organized so that students' judgments could become more deliberate and self-critical than they are.

He pointed out that the interests of the faculty do not always coincide with the legitimate interests of students, who should exert pressures to make the faculty more consciously self-critical.

Dr. Livingston is not only concerned with the expression of students' views, but also with the responsibility of his own colleagues to express their attitudes and positions clearly. A primary means for fulfilling this task is the Academic senate. In a recent issue of the State Colleges Review he wrote:

"The faculty must, through its perspective, clarify the relation of the Colleges to a rapidly changing culture which has lost most of its traditional moorings. It must demonstrate the link between our enterprise and the highest aspirations of a free and affluent society. This is the continuing task of the (Academic) Senate because no one else can do it and because only if it is done coherently and communicated effectively will the Colleges secure the necessary public and fiscal support."

The Senate makes recommendations to the State Colleges' Chancellor and Trustees. Last year it recommended to the Trustees that they establish a committee to formulate and develop a delegation of authority for the Senate, in the areas of academic policy and faculty rights and privileges. This is currently under consideration by the Trustees.

Dr. Livingston ventured that the role of the Senate may change in response to current pressures for collective bargaining.

Dr. Livingston said he had no real hobbies, since the time he does not spend on his work is devoted to his wife and four children. "Come to think of it, I'm opposed to hobbies."

Marcias Is New Chancellor Aide

Edmond Macias, business manager at California State College at Los Angeles, has been appointed to the newly created post of assistant vice chancellor, business affairs, for the 18-campus California State College system.

Macias, a Cal State Los Angeles graduate who joined the staff there in 1956, will start his new duties at the college system's Los Angeles headquarters today.

DR. JOHNS

(continued from page 1)

In addition he administered the drawing up of a ten year program for internal operations, legislative development, and fund raising.

Among other affiliations, Johns is a member of the North Central Association Commission in TV Education, a director of the Western Interstate Commission on Higher Education, President of the Big Sky Intercollegiate Athletic Conference, member, of the National Council, Boy Scouts of America; incorporator and founding director of the Miami International Research Foundation; member, Board of Reference, American Heritage Program: member. the Missoula Rotary Club; and a member of Phi Kappa Phi, national honorary scholastic fraternity.

JOURARD SPEECH

(Continued from Page 1)

"both horrifying and challenging" element to consider.

Dr. Jourard stated the horror was warranted by the example of what leisure is already doing to reduce senior citizens to a state of boredom and "gibbering senility."

The psychologist contended that our retirement centers come closer to being concentration camps than do our prisons.

But the challenge and promise inherent in freedom from work is just as real as the pitfalls, Dr. Jourard maintained.

He explained that we have the technological means to liberate much of the world from starvation and work. Dr. Jourard pointed to the example of Ancient Greece, an "automated" society where the work was done by the women and slaves; this liberated the men to fill their leisure with pursuit of beauty, truth, and justice. The key to the Greek response was education, the basic interest of the Greek citizen.

Yet our modern response has been to debase education into 'training,' Dr. Jourard explained that the impact of the educational testing services on classroom curriculum and teaching behavior are yet to be told, but that scientific programming is the "antitheseis of education." Graduate entrance tests, for example, have in Dr. Jourard's opinion eliminated "everyone but the most pedantic bores and hacks" from advanced studies.

Dr. Jourard gave this as only one instance of the increasing mechanization of men by other men and by themselves which is leading us to identify with machines. As machines become our masters, Dr. Jourard warned, we become less human.

Dr. Jourard said he believed that beatniks and "hippies" represent a minority that is groping —not too effectively or with much enlightenment—for new ways to be, do, and act that will provide the release of creative imagination necessary to meet the changes in the world.

SINGING COMPUTER

(Continued from Page 1)

Phos Kai Iremos (Light and Peace) by Howard Hersh, musical director of the SPCM, was especially written for the Grace Cathedral in San Francisco and exploits the spaciousness of the Cathedral by deploying the musicians at great distances from one another. The piece is scored for ten instruments and one, two, or three dancers.

The Society was founded in April, 1961, to bring music of the advanced idiom to a wider audience, Professor Hunt said. The group has given many concerts in the Bay Area and performed at the First International Webern Festival in Seattle in May of 1962. Of particular interest is the SPCM's effort to bring contemporary music to high school students through lecture-concerts presented in the schools.

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KingLearFeatures Artful Costuming

A recent Tuesday evening found the costume division of SSC's King Lear Production in a beehive of activity. At 10:30 P.M., Evon Ray, Delores Dralle, Marsha Rueckert, Fay Templeton, Elaine Cohen, Elise Schreiber and Paulette Mouras are working furiously to complet the custumes for the dress rehersal of King Lear on July 15th. The room is small and well it, pipes are exposed along one wall while peg board of many colored thread covers another. A third wall is a bulletin board papered with costume designs and fabric swatches. The tables and floor are scattered with scraps of cut velvet, elaborate brocades, and naughahydes. These fabrics are all of a subdued color range conforming to the mood of Lear.

The emphasis in the King Lear Production is on costumes. Since the stage setting is meager the costumes must set the mood and add emphasis to the individual characters. Lear will always be dressed in shades of black. The most fabric used in any one costume was 10 yards of terrycloth used in Lear's nightgown. The heaviest garmet is an eight pound black naughahyde cape also worn by Lear.

Cordelia, Regan and Goneril, Lear's daughters, have their own color schemes. Cordelia's color is blue; Goneril is always dressed in red, while Regan always wears green. Each daughter has two costume changes.

Evon Ray, designer of the costumes, spent five days in originating the costume designs and collecting fabric swatches to meet with the directors approval. She chose "ugly things". In describing the mood the costumes would convey, Evon says that "realism is a good key word."

Delores Dralle, who made most of the patterns, designs and alters clothes at home. The men's patterns had to be drawn from scratch, but basic patterns were used for the girls.

Lear's crown is made of very rustic, one quarter inch steel, with solder and nails used to give a raw gold nugget effect.

36 To Attend Bach Festival

Thirty-six SSC students will attend the Carmel Bach Festival at Carmel, California July 15, 16 and 17th. This opportunity has been presented to SSC summer school students as a travel study course for the past six years.

During their stay, the class will attend four concerts and study the composers, musical styles and performance techniques of the Baroque and Classical periods. Dr. Frederich Westphal of the SSC Music Department, stated that the concerts, while primarily performing works by Bach, were not restricted exclusively to Bach but usually included something by Hayden, Mozart, and other composers of the same period.

According to Westphal, the Carmel Bach Festival "is one of the most important festivals in the United States and has world wide recognition." The chorus is drawn primarily from the Carmel and Bay Areas. The orchestra, which consists of such name stars as Rosemary Waller of the Cincinnati Symphony and Edward Houg of the San Francisco Symphony, is drawn primarily but not exclusively from California. Westphal stated that all participants "perform, without pay, for the pleasure of being in the festival" as a "work of love".

Montana Educator Accepts SSC Presidency

(Continued from Page 1)

As president of the Montana institution, Johns instituted a 10-year campus plan, calling for new facilities and renovations totaling $55 million. This plan included 174 units of family housing, two high rise dormitories, and a forestry sciences laboratory.

At Montana, he focused increased emphasis on faculty research and publications. He was successful in adding strength to the summer quarter and in attracting top teaching talent and students from all parts of the country to this session. Johns has been a leader in the establishment of a closer working relationship between the units of the Montana university system and in the organization of several joint teaching and research programs benefitting the Northern Rocky Mountain Region.

Johns has stressed salary levels favorable for the retention of present faculty and staff members and for the retention of new personnel. Participation in faculty government increased considerably during his tenure at Montana.

Johns' appointment ends an interregnum of nearly a year, during which, the college was without a permanent president. Dr. F. Blair Mayne, former administrative vice president, assumed the duties of acting president upon West's retirement; however, ill health forced him to resign the position November 1.

Mayne was succeeded as acting president by Academic Vice President Stephen L. Walker, who has been administrative head of the college for the past nine months. Walker will resume his vice presidential duties when Johns takes office. Chancellor Dumke praised Walker for his leadership in guiding the college through the transition period.

Members of the ad hoc faculty presidential selection committee, which screened over 200 names in its search for a new president, include Burger; Dr. Willys Folsom, testing officer and professor of government; Dr. Carl E. Ludwig, chairman of the division of science and mathematics; Dr. H. Orville Nordberg, professor of education; Dr. Joseph C. Pattison, professor of English; and Dr. Robert G. Thompson, professor of government.

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